

Name \_\_\_\_\_

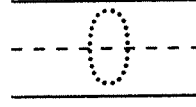
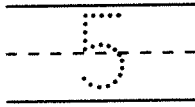
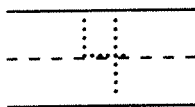
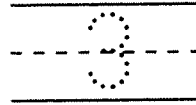
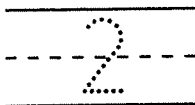
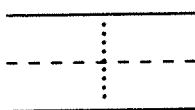
Reteaching

**1-1**

# Numbers 0 to 5



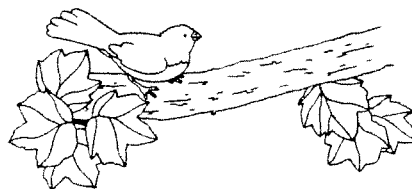
There are many ways  
I can show a number.  
I can draw a picture. Then I  
can count how many and  
write the number.



Count how many. Circle the number.

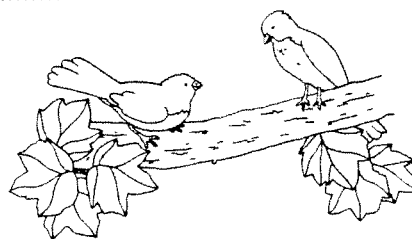
1.

0 1 2 3 4 5



2.

0 1 2 3 4 5



## Number Sense

3. Use 3 different ways to show a number.

Name \_\_\_\_\_

Practice

**1-1**

## Numbers 0 to 5

Write the number that tells how many.

1.



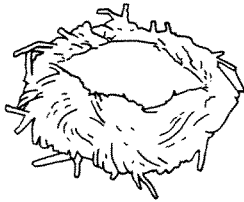
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Which tells how many?



☐ 1

☐ 3

☐ 2

☐ 4

## Number Sense

Draw a picture.

Write the number.

5. Peggy has some hats.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Daniel has some books.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name \_\_\_\_\_

Reteaching

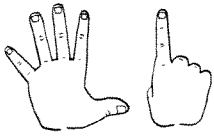
**1-2**

## 6 to 10

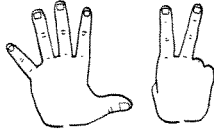
Use your hands to show each number.



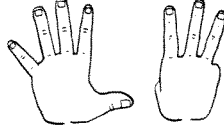
5



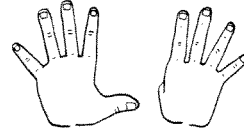
6



7



8



9

Put a counter on each animal.

Count the counters.

Write the number that tells how many.

1. \_\_\_\_\_  
-----  
\_\_\_\_\_



2. \_\_\_\_\_  
-----  
\_\_\_\_\_



3. \_\_\_\_\_  
-----  
\_\_\_\_\_



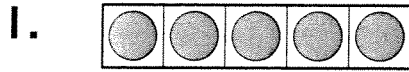
Name \_\_\_\_\_

Practice

**1-2**

# 6 to 10

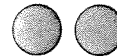
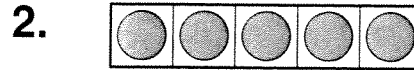
Write the number that tells how many.



\_\_\_\_\_

-----

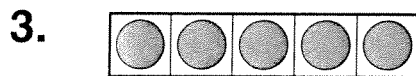
\_\_\_\_\_



\_\_\_\_\_

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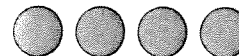
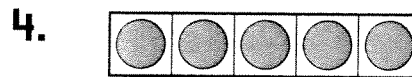
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_

5. Kat saved 5 pennies.  
Then she saved 2 more.  
How many pennies did she save?



7  
☐

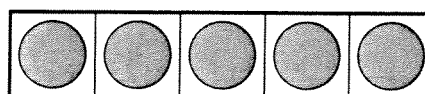
8  
☐

9  
☐

10  
☐

## Algebra

6. Draw more to make 10.



Name \_\_\_\_\_

Reteaching

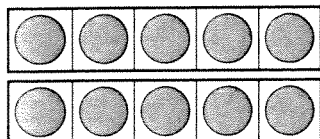
**1-3**

# 10, 11, 12

You can use sets of 5 to make 10, 11, or 12.

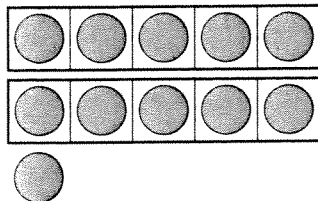
10

ten



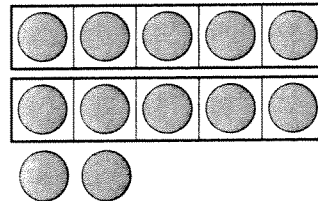
11

eleven



12

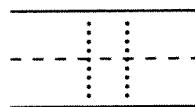
twelve



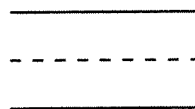
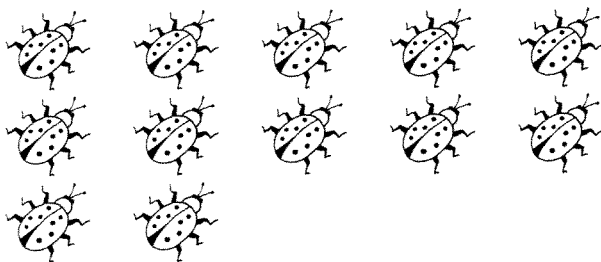
Count the bugs.

Write the number that tells how many.

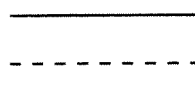
1.



2.



3.



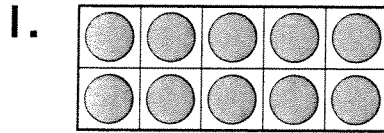
Name \_\_\_\_\_

Practice

**1-3**

# 10, 11, 12

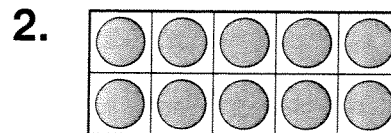
Write the number that tells how many.



\_\_\_\_\_

-----

\_\_\_\_\_

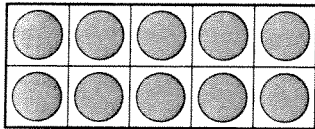


\_\_\_\_\_

-----

\_\_\_\_\_

3. Which number tells how many?



☐ 13

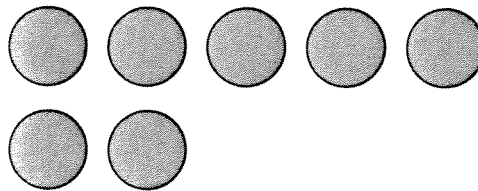
☐ 11

☐ 12

☐ 10

## Number Sense

4. Draw counters to show 12.

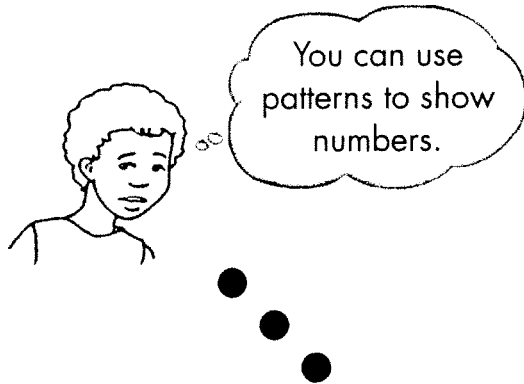


Name \_\_\_\_\_

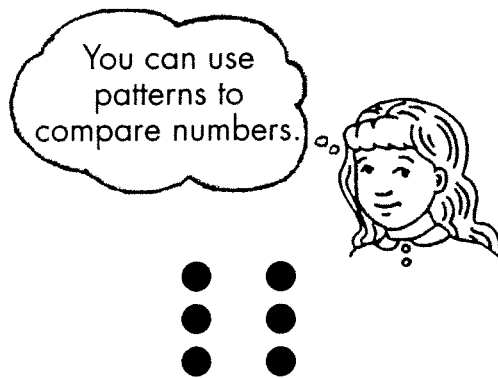
Reteaching

**1-4**

# Spatial Patterns for Numbers to 9

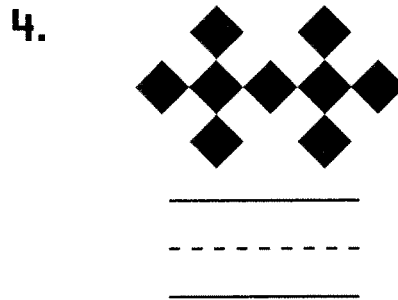
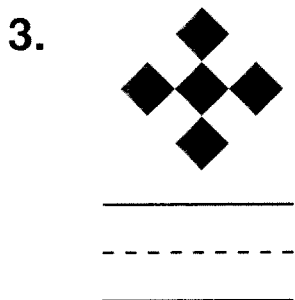
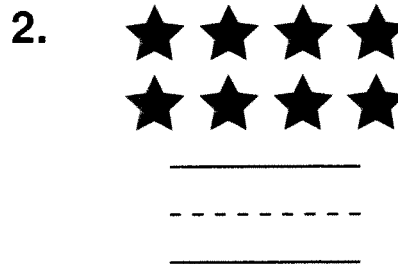


This pattern shows 3.



This pattern shows 6.

Write the number the pattern shows.



## Journal

5. Use 7 squares to make a pattern.

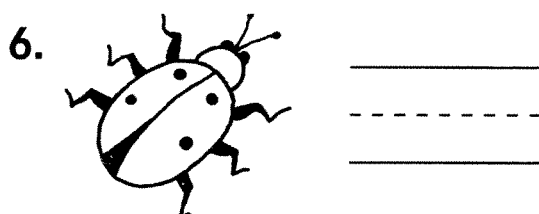
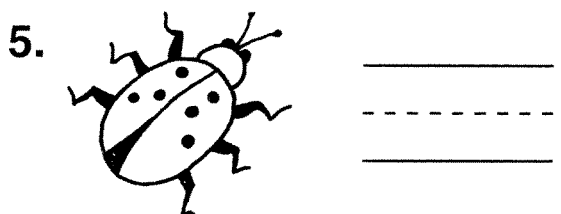
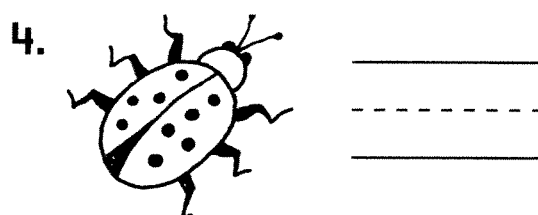
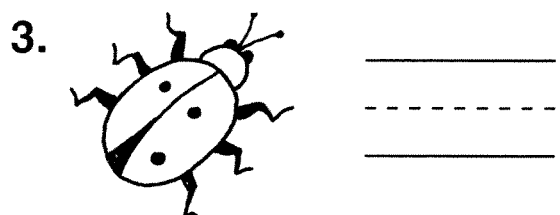
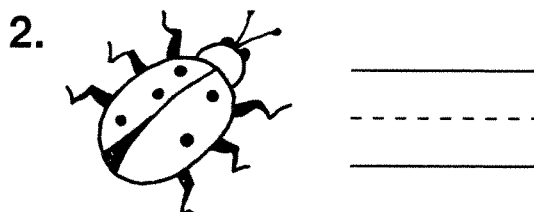
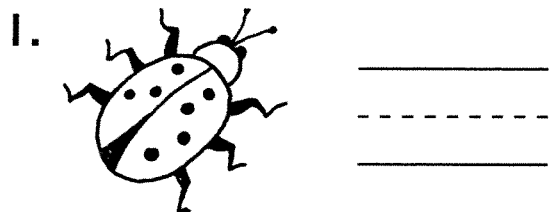
Name \_\_\_\_\_

Practice

**1-4**

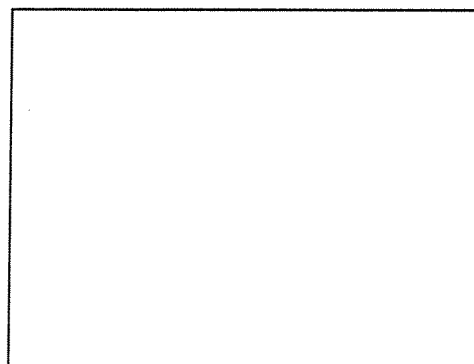
# Spatial Patterns for Numbers to 9

Write the number of dots.



## Journal

7. Draw a dot pattern to show  
the number of people  
in your family.  
Then write the number.



\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ people

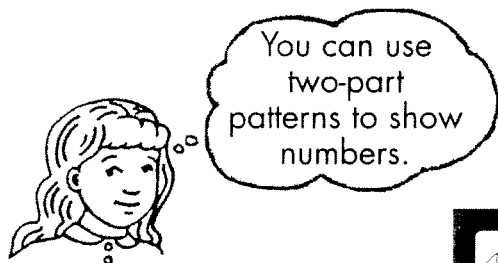


Name \_\_\_\_\_

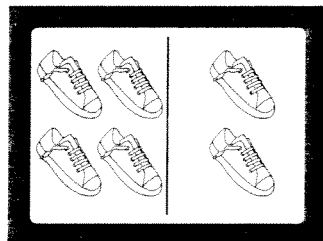
Reteaching

**1-5**

# Spatial Patterns for Numbers to 10



This part shows 4.



Use each pattern to tell how many without counting.

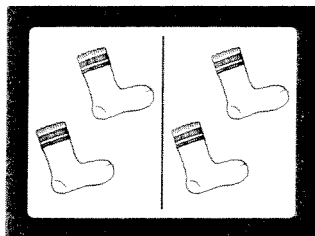


This part shows 2.

The two parts together show 6 shoes in all.

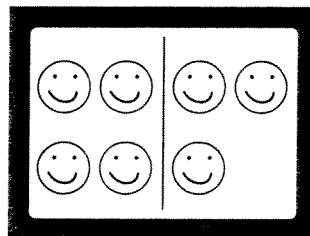
Circle the number that tells how many in all.

1.



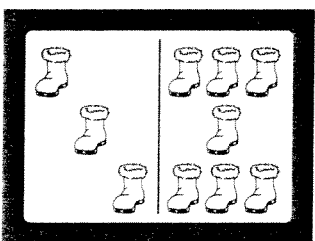
4 5 6

2.



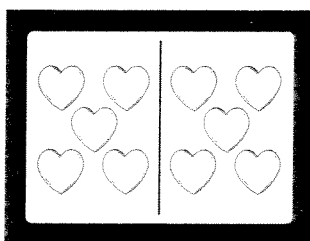
6 7 8

3.



7 9 10

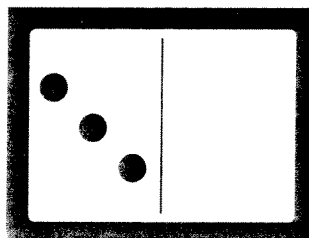
4.



8 10 12

## Algebra

5. Draw the missing dots to show 9.



Name \_\_\_\_\_

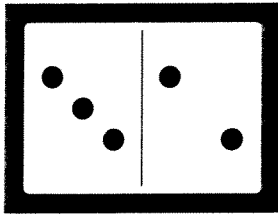
Practice

**1-5**

# Spatial Patterns for Numbers to 10

Write the number that tells how many.

1.

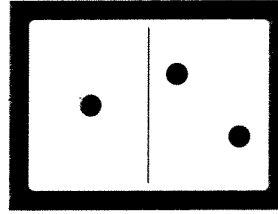


\_\_\_\_\_

5

\_\_\_\_\_

2.

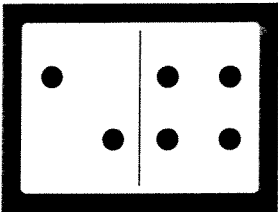


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3.

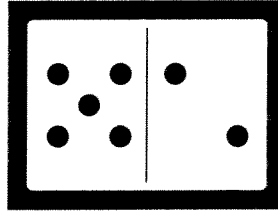


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4.

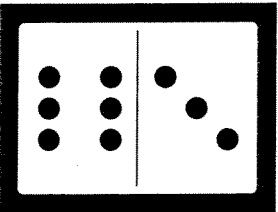


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5.

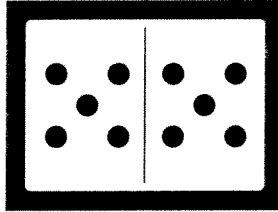


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

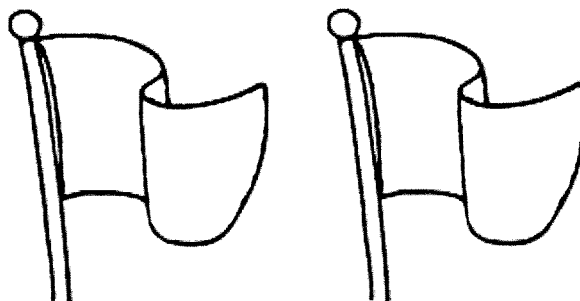
## Number Sense

7. Tom has 7 dots.

Can he put the same  
number of dots on  
each flag?

Yes

No

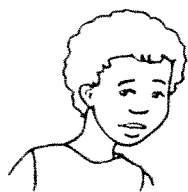


Name \_\_\_\_\_

Reteaching

**1-6**

## Problem Solving: Use Objects



You can use  
objects to show  
a number.

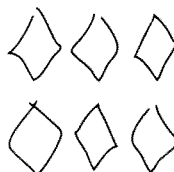
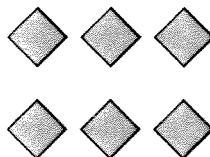
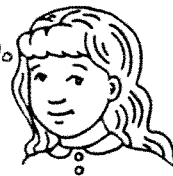
John has 6 kites.

Use 6 pattern blocks  
to show the kites.

Draw a picture to show the blocks.

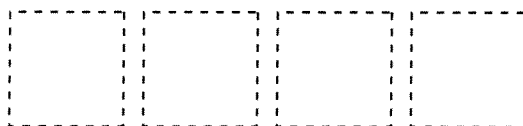
Both ways show 6.

Then you can  
draw a picture of  
the objects.



Use pattern blocks to model the problem.  
Then draw a picture to show your blocks.

1. Marco has 4 baseballs.  
Show the baseballs  
Marco has.



2. Philip sees 8 stars  
in the sky.  
Finish drawing  
how many stars Philip sees.



## Reasoning

3. Chris used pattern blocks  
to show 7 cats.



Circle the picture that shows 7.

Name \_\_\_\_\_

Practice

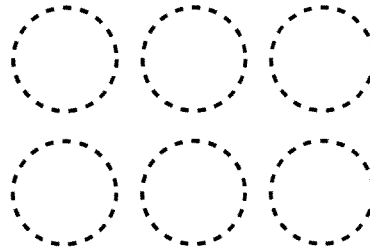
**1-6**

## Problem Solving: Use Objects

Use counters to model the problem.

Then draw a picture to show your counters.

1. Alyssa bakes 6 cookies.  
Show the cookies Alyssa bakes.

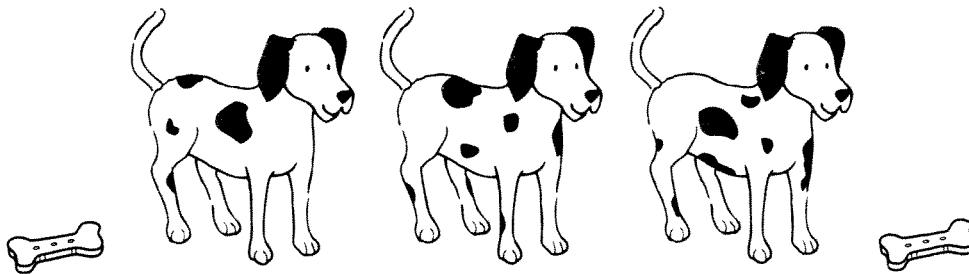


2. Farah buys 7 pens.  
Show the pens Farah buys.

3. Eli puts away 5 hats.  
Show the hats Eli puts away.

## Journal

4. Write a problem for the picture.



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---

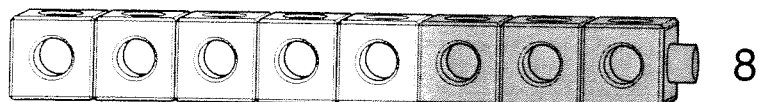
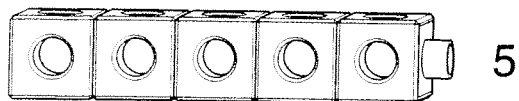
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Name \_\_\_\_\_

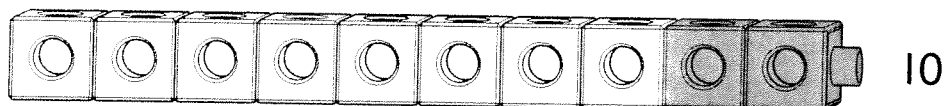
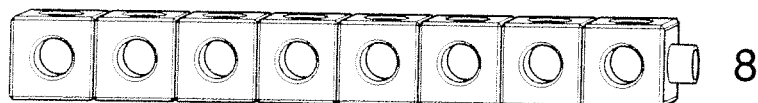
Reteaching

**2-1**

# Comparing Two Numbers

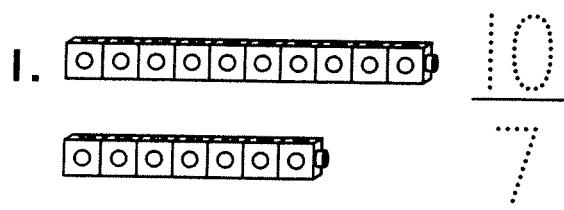


8 is more than 5.



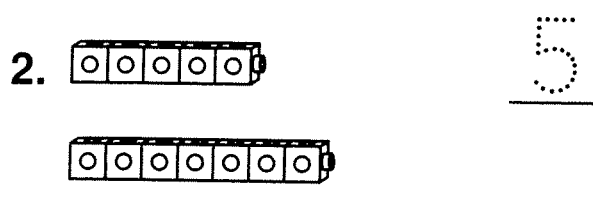
8 is fewer than 10.

Use cubes. Write the missing numbers. Circle **more** or **fewer**.



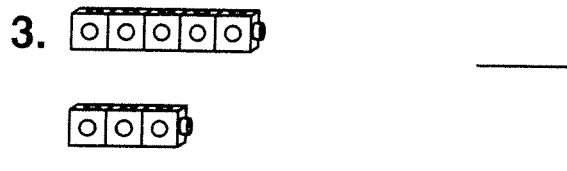
more fewer

10 is \_\_\_\_\_ than 7.



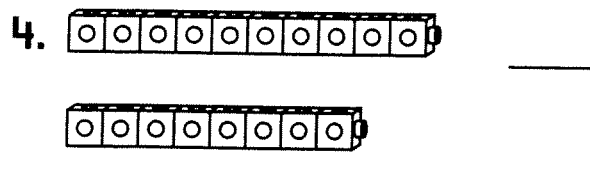
more fewer

5 is \_\_\_\_\_ than 7.



more fewer

5 is \_\_\_\_\_ than 3.



more fewer

10 is \_\_\_\_\_ than 8.

Name \_\_\_\_\_

Practice

**2-1**

## Comparing Two Numbers

Write each number.

Circle **is less than** or **is greater than**.

1.



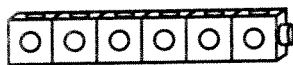
8 is less than 10  
is greater than

2.



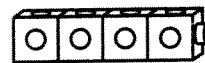
\_\_\_\_\_ is less than \_\_\_\_\_  
is greater than

3.



\_\_\_\_\_ is less than \_\_\_\_\_  
is greater than

4.

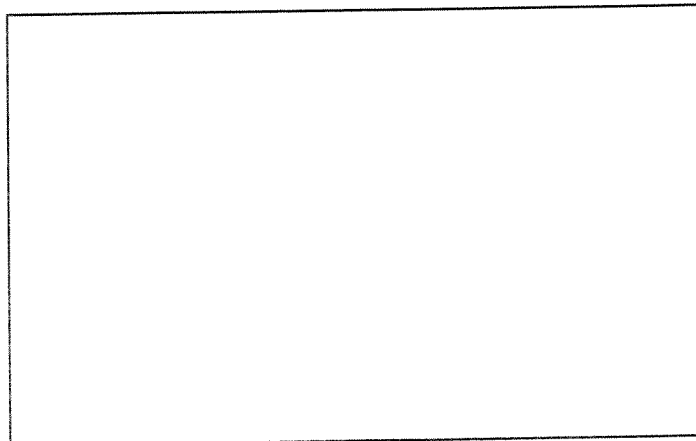


\_\_\_\_\_ is less than \_\_\_\_\_  
is greater than

## Journal

5. Write a number  
that is less than 10.  
Draw a picture  
to show that  
many apples.

\_\_\_\_\_ apples



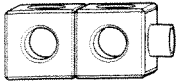
Name \_\_\_\_\_

Reteaching

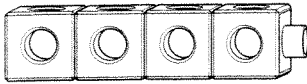
**2-2**

## Ordering Three Numbers

You can put numbers in order.



2 is the least.



4 is between.



7 is the greatest.

The numbers are  
in order from least  
to greatest.

Use cubes. Write the missing numbers.

1.



5



3



8

3

is the least.

8

is the greatest.

2.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ is the least.

\_\_\_\_\_ is the greatest.

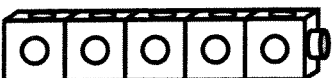
3.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ is the least.

\_\_\_\_\_ is the greatest.

Name \_\_\_\_\_

Practice

**2-2**

## Ordering Three Numbers

Write the numbers in order from least to greatest.

1.

1

8

5

1

5

8

least

between

greatest

2.

10

4

2

least

between

greatest

3.

3

7

6

least

between

greatest

4.

4

5

1

least

between

greatest

### Number Sense

5. Which number is between 2 and 8?

☐

1

☐

9

☐

6

☐

11

### Journal

6. Choose 3 numbers. Put your numbers in order from greatest to least.

greatest

between

least

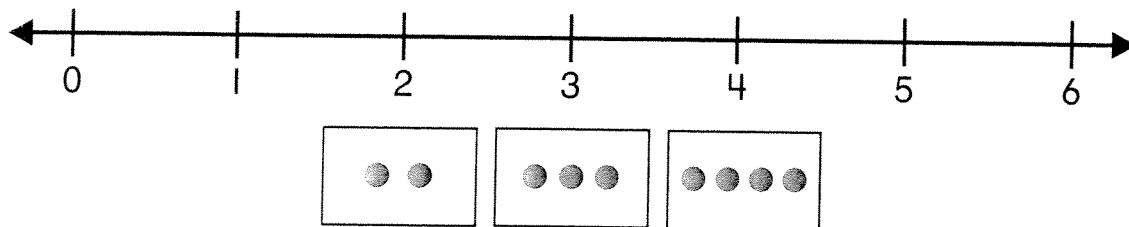


Name \_\_\_\_\_

Reteaching

**2-3**

## Ordering Numbers to 12 with a Number Line



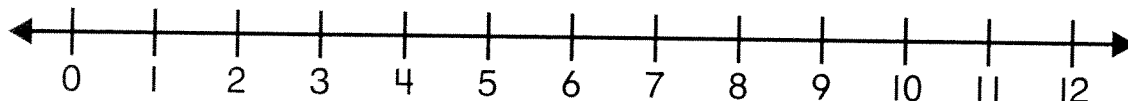
3 is **before** 4.

3 is one **after** 2.

3 is **between** 2 and 4.

Use the number line.

Write the number that is one before.



1. 6, 7

2. 8, 9

Write the number that is one after.

3. 6, 7

4. 8, 9

Write the number that is between.

5. 9, 10, 11

6. 10, 11, 12

Name \_\_\_\_\_

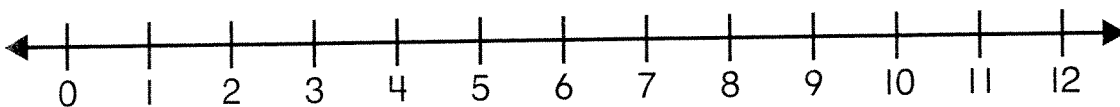
Practice

**2-3**

## Ordering Numbers to 12 with a Number Line

Use the number line.

Write the missing numbers.



1. 3    4    \_\_\_\_\_    6    7    8    \_\_\_\_\_

2. 2    3    \_\_\_\_\_    5    \_\_\_\_\_    7    \_\_\_\_\_

3. 6    \_\_\_\_\_    8    \_\_\_\_\_    10    \_\_\_\_\_    12

4. 4    \_\_\_\_\_    6    7    \_\_\_\_\_    9    \_\_\_\_\_

## Number Sense

Use the clues. Mark the number.

5. My number is between 7 and 12.

It is after 9.

Which is my number?

6

☐

8

☐

9

☐

10

☐

Name \_\_\_\_\_

Reteaching

**2-4**

## Problem Solving: Act It Out

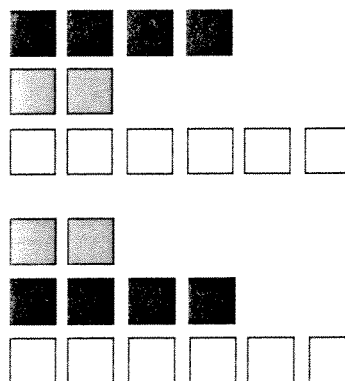
One way to solve a problem is to use pattern blocks and act it out.

Marcie has 4 stickers.

Clyde has 2 stickers.

Bella has 6 stickers.

To find who has the most stickers, put the blocks in order from fewest to most.



Write the numbers.  $\frac{2}{\text{least}}$   $\frac{4}{\text{between}}$   $\frac{6}{\text{greatest}}$

Who has the most stickers? Bella

Use blocks or counters to act out the story.

Put the numbers in order from least to greatest.

1. Kim has 6 buttons.

Max has 8 buttons.

Jane has 2 buttons.

$\frac{2}{\text{least}}$   $\frac{6}{\text{between}}$   $\frac{8}{\text{greatest}}$

Who has the most buttons? \_\_\_\_\_

2. Mike has 4 grapes.

Carla has 9 grapes.

Bob has 6 grapes.

$\frac{4}{\text{least}}$   $\frac{6}{\text{between}}$   $\frac{9}{\text{greatest}}$

Who has the most grapes? \_\_\_\_\_

Name \_\_\_\_\_

Practice

**2-4**

## Problem Solving: Act It Out

Use cubes to act out the story.  
Put the numbers in order from  
least to greatest.

Harris, Ben, and Taisha went on  
a walk in the woods.



1. Harris picked up 3 rocks.

Ben picked up 7 rocks.

Taisha picked up 2 rocks.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
least      between      greatest

Who picked up the least number of rocks? \_\_\_\_\_

2. Then, Harris picked up 12 nuts.

Ben picked up 1 nut.

Taisha picked up 5 nuts.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
least      between      greatest

Who picked up the greatest number of nuts? \_\_\_\_\_

3. Next, Harris picked up 11 leaves.

Ben picked up 8 leaves.

Taisha picked up 10 leaves.

\_\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_  
least      between      greatest

Who picked up the least number of leaves? \_\_\_\_\_

## Number Sense

4. Rob has 7 apples. Amanda has 4 apples.

Meg has 10 apples.

Which shows the number of apples from greatest to least?

☐ 4, 7, 10

☐ 7, 10, 4

☐ 4, 10, 7

☐ 10, 7, 4

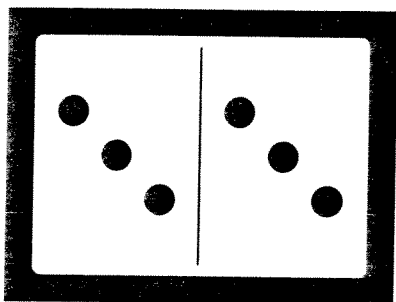
Name \_\_\_\_\_

Reteaching

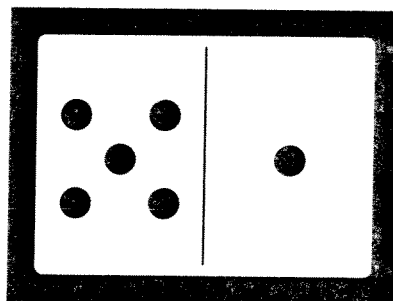
**3-1**

## Making 6 and 7

You can use different ways to make 6.



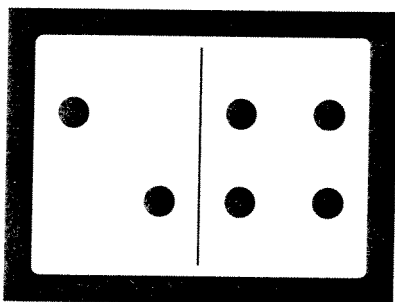
3 and 3



5 and 1

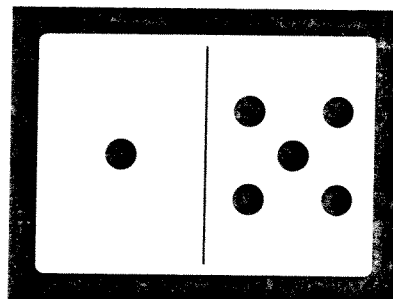
Write the numbers that show ways to make 6.

1.



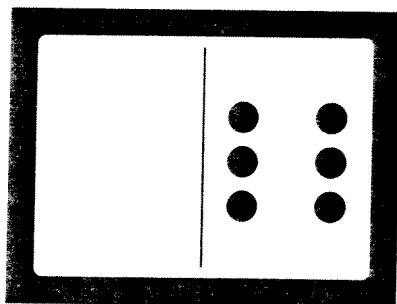
2 and 4

2.



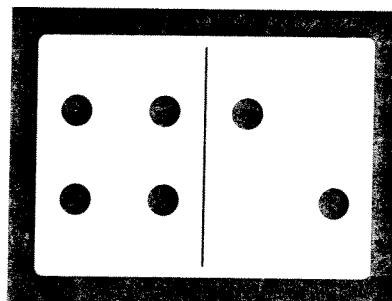
\_\_\_\_\_ and \_\_\_\_\_

3.



\_\_\_\_\_ and \_\_\_\_\_

4.



\_\_\_\_\_ and \_\_\_\_\_

Name \_\_\_\_\_

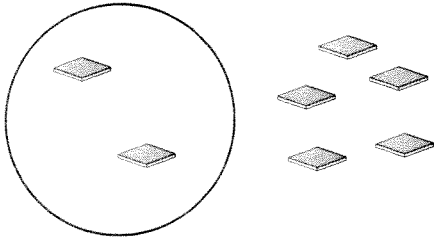
Practice

**3-1**

## Making 6 and 7

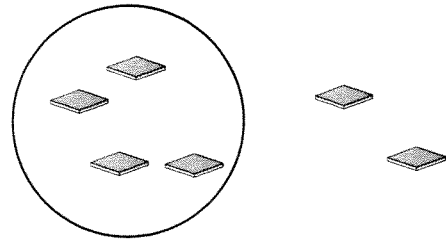
Write the number inside and outside.  
Then write the number in all.

1.



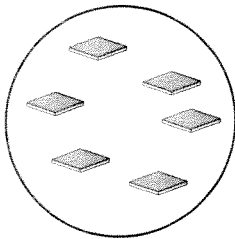
\_\_\_\_\_  
inside      outside      in all

2.



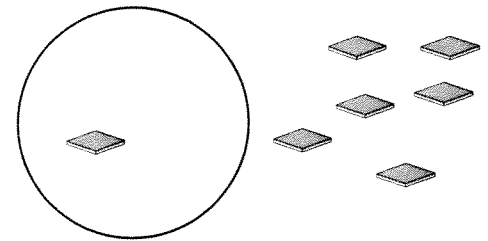
\_\_\_\_\_  
inside      outside      in all

3.



\_\_\_\_\_  
inside      outside      in all

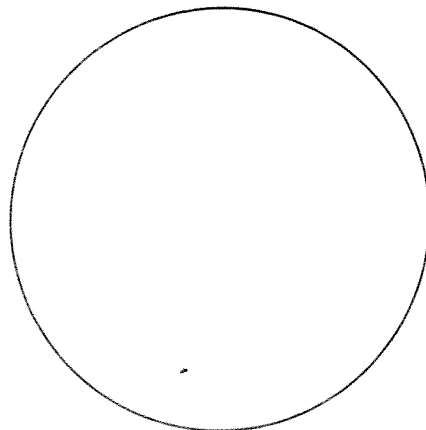
4.



\_\_\_\_\_  
inside      outside      in all

5. Draw 5 tiles inside the circle and 1 tile outside.  
Then write how many in all.

\_\_\_\_\_  
in all



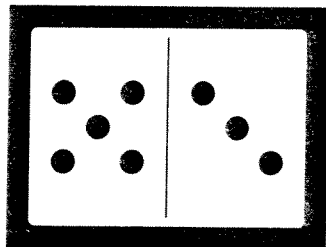
Name \_\_\_\_\_

Reteaching

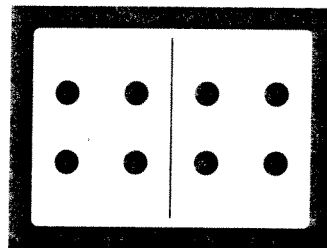
**3-2**

## Making 8

You can use different ways to make 8.



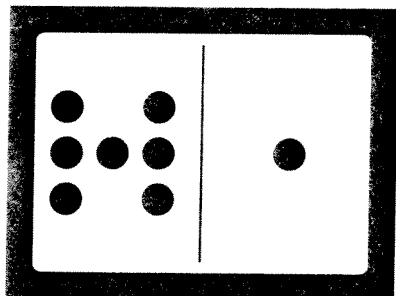
5 and 3



4 and 4

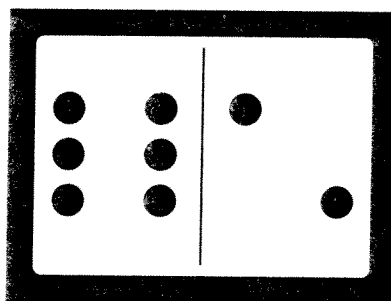
Write the numbers that show ways to make 8.

1.



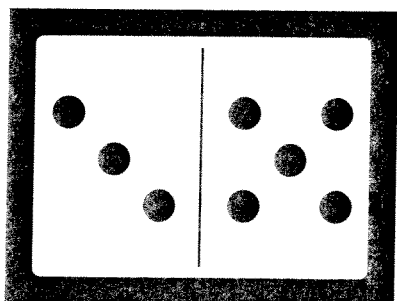
7 and 1

2.



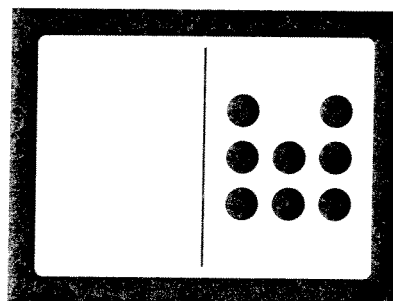
\_\_\_\_\_ and \_\_\_\_\_

3.



\_\_\_\_\_ and \_\_\_\_\_

4.



\_\_\_\_\_ and \_\_\_\_\_

Name \_\_\_\_\_

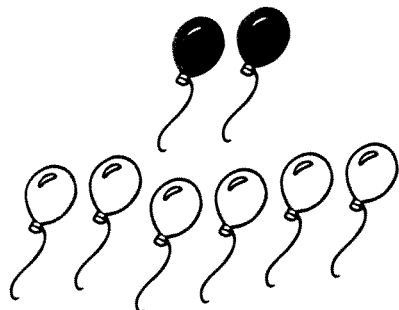
Practice

**3-2**

## Making 8

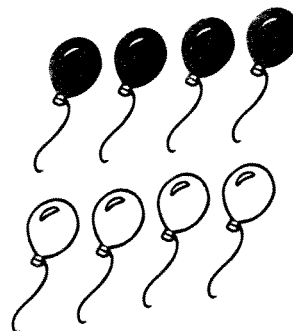
Write the numbers to show parts of 8.

1.



\_\_\_\_\_ and \_\_\_\_\_

2.



\_\_\_\_\_ and \_\_\_\_\_

## Algebra

3. The whole is 8.

One part is 3.

The other part is \_\_\_\_\_.

☐ 3

☐ 5

☐ 4

☐ 8

4. The whole is 8.

One part is 1.

The other part is \_\_\_\_\_.

☐ 7

☐ 5

☐ 6

☐ 2

## Journal

5. The whole is 8.

One part is 8.

What is the other part? \_\_\_\_\_

Tell how you know.

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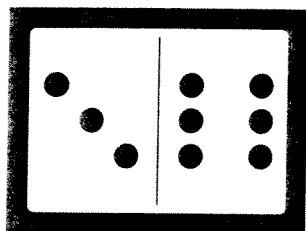
Name \_\_\_\_\_

Reteaching

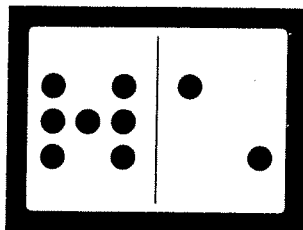
**3-3**

## Making 9

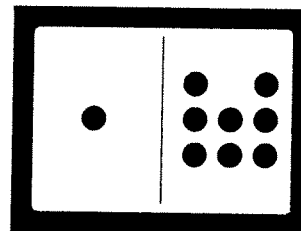
You can make 9 in different ways.



3 and 6



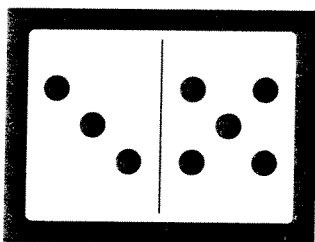
7 and 2



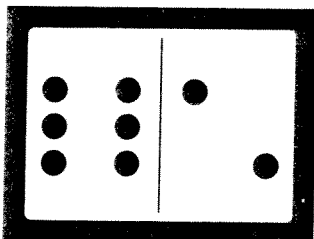
1 and 8

Write the numbers that show ways to make 8 and 9.

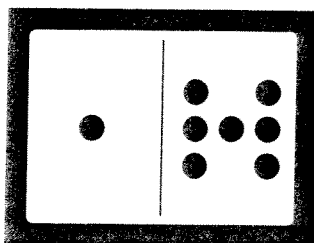
1.



3 and 5

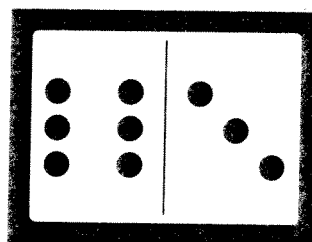


\_\_\_\_\_ and \_\_\_\_\_

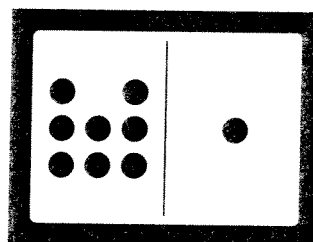


\_\_\_\_\_ and \_\_\_\_\_

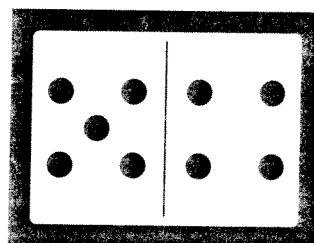
2.



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_

Name \_\_\_\_\_

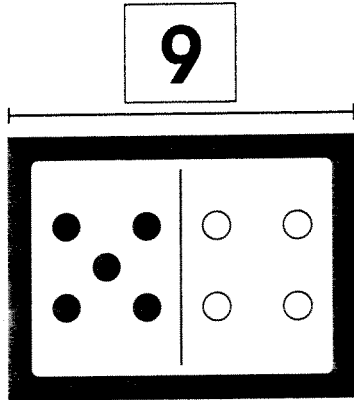
Practice

**3-3**

## Making 9

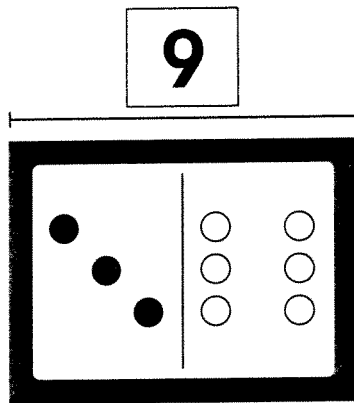
Write the numbers to show parts of 9.

1.



\_\_\_\_\_ ● and \_\_\_\_\_ ○

2.



\_\_\_\_\_ ● and \_\_\_\_\_ ○

## Visual Thinking

3. Which tells about the picture?



☐ 7 and 2

☐ 6 and 3

☐ 8 and 1

☐ 9 and 0

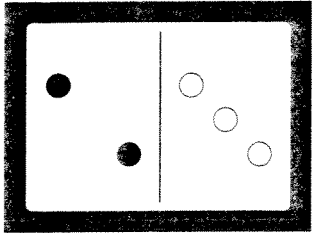
Name \_\_\_\_\_

Reteaching

**3-4**

# Introducing Addition Number Sentences

Join the parts to make the whole.

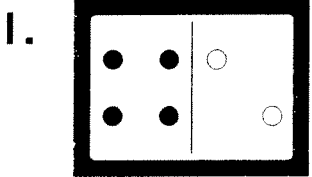


How many black counters? \_\_\_\_\_

How many white counters? \_\_\_\_\_

2 and 3 is 5 in all. 5 is the sum of 2 and 3.

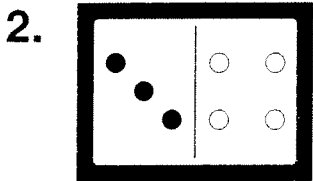
Add to find the sum. Use counters if you like.



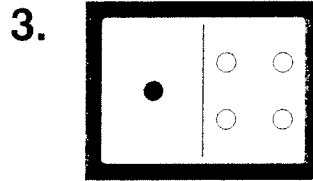
How many black counters? \_\_\_\_\_

How many white counters? \_\_\_\_\_

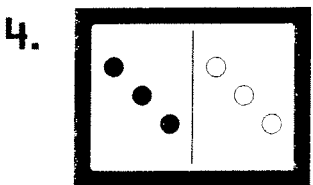
4 and 2 is 6 in all. 6 is the sum of 4 and 2.



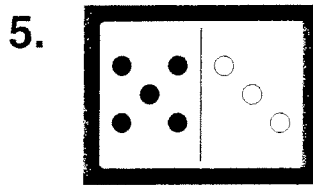
\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ in all.



\_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_ in all.

Name \_\_\_\_\_

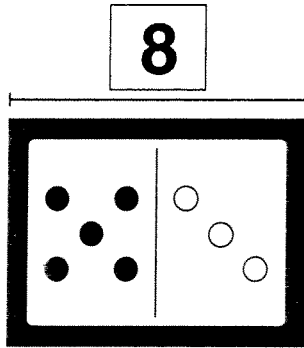
Practice

**3-4**

# Introducing Addition Number Sentences

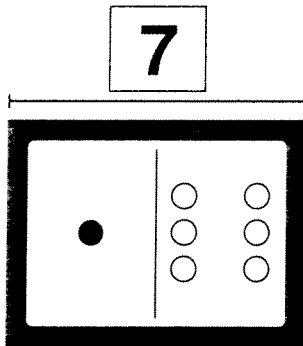
Use the picture. Write an addition sentence.

1.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

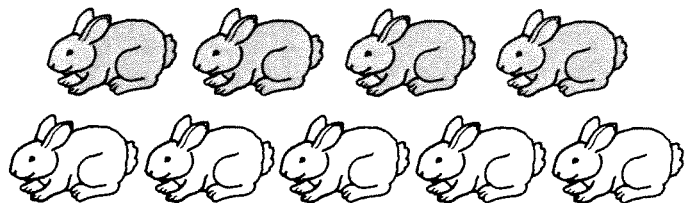
2.



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

## Visual Thinking

3. Which addition sentence goes with the question?  
Fill in the correct bubble.



There are 4 brown rabbits in the garden.

There are 5 white rabbits.

How many rabbits are there in all?

☐  $4 + 5 = 9$

☐  $2 + 7 = 9$

☐  $4 + 4 = 8$

☐  $4 + 1 = 5$

Name \_\_\_\_\_

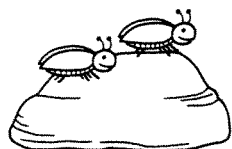
Reteaching

**3-5**

## Stories About Joining

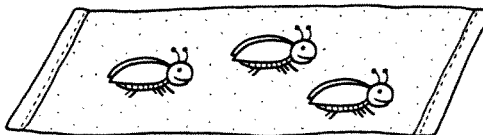
Join the groups to find how many bugs in all.  
Use a counter for each bug. Then count.

2 bugs are on the rock.



1    2

3 bugs are on the blanket.

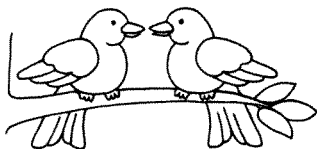


3    4    5

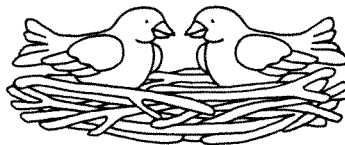
How many bugs are there in all? \_\_\_\_\_ bugs

Tell a joining story for each picture.  
Use counters to tell how many in all.

1. 2 birds are in a tree.

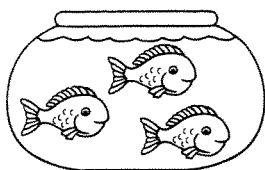


2 birds are in a nest.

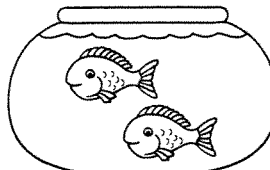


How many birds are there in all? \_\_\_\_\_ birds

2. 3 fish are in a bowl.



2 fish are in another bowl.



How many fish are there in all? \_\_\_\_\_ fish

Name \_\_\_\_\_

Practice

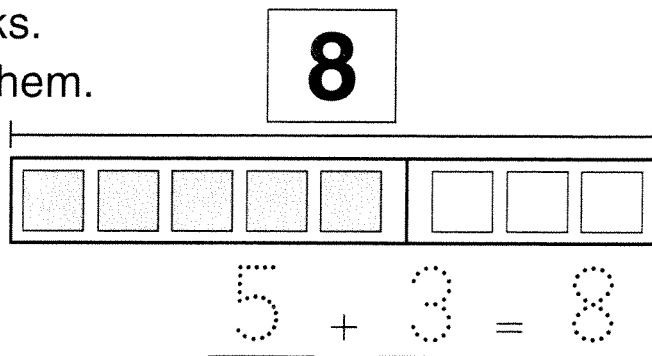
**3-5**

## Stories About Joining

Solve. Write an addition sentence.

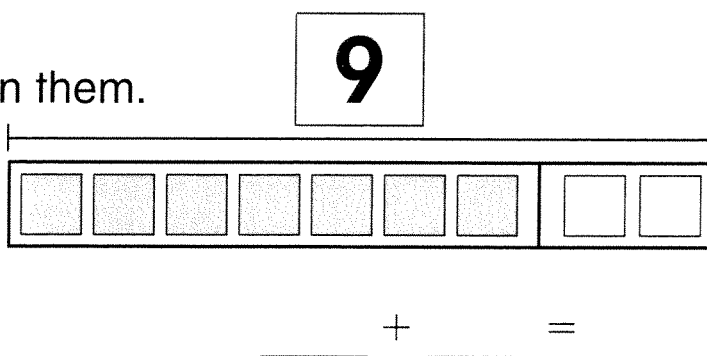
1. 5 children are reading books.  
Then 3 more children join them.

How many children are  
reading books now?



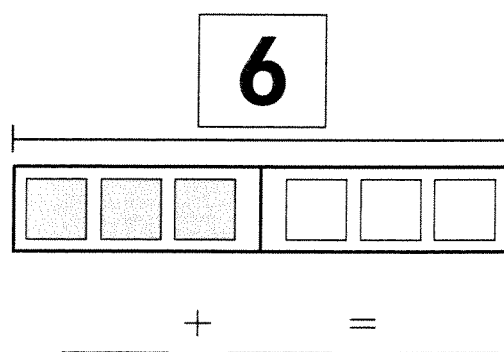
2. 7 children are running.  
Then 2 more children join them.

How many children  
are running now?



3. 3 frogs are in the pond.  
Then 3 more frogs join them.

How many frogs are in the  
pond now?



## Algebra

4. Which number makes the addition sentence true?

$$5 + \underline{\hspace{2cm}} = 7$$

1  
☐

2  
☐

3  
☐

6  
☐

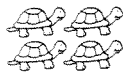
Name \_\_\_\_\_

Reteaching

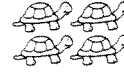
**3-6**

# Adding in Any Order

You can add in any order and get the same sum.

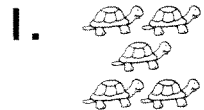


$$4 + 2 = 6$$

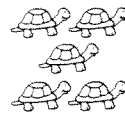


$$2 + 4 = 6$$

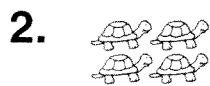
Add. Write an addition sentence with the addends in a different order.



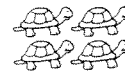
$$5 + 2 = 7$$



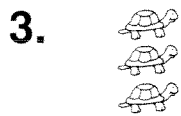
$$2 + 5 = 7$$



$$4 + 1 = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$



$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

4. 
$$\begin{array}{r} 5 \\ +4 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

5. 
$$\begin{array}{r} 3 \\ +4 \\ \hline \square \end{array}$$

$$\begin{array}{r} \square \\ + \square \\ \hline \square \end{array}$$

Name \_\_\_\_\_

Practice

**3-6**

# Adding in Any Order

Write the sum.

Then change the order of the addends.

Write the new addition sentence.

1.  $6 + 1 = \underline{\quad}$

2.  $5 + 4 = \underline{\quad}$

3.  $6 + 3 = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4.

7	1	+	7
$\underline{+ 1}$	8	+	8

5.

7		+	
$\underline{+ 2}$		+	

6.

6		+	
$\underline{+ 0}$		+	

## Algebra

7. Which is the same as  $5 + 1$ ?

☐  $1 + 2$

☐  $2 + 6$

☐  $5 + 3$

☐  $1 + 5$

8. Which is the same as  $4 + 3$ ?

☐  $3 + 2$

☐  $3 + 4$

☐  $5 + 4$

☐  $7 + 2$



Name \_\_\_\_\_

Reteaching

**3-7**

## Problem Solving: Use Objects

You can use objects to help you solve problems.

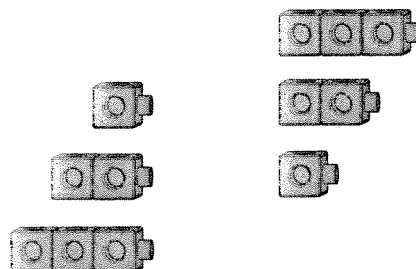
Bert has 3 pennies.

He put them in 2 pockets.

Use cubes to show the different ways Bert can do this.

Left

Right



List the different ways.

Right Pocket	0	1	2	3
Left Pocket	3	2	1	0

Use cubes to help you list the different ways.

1. Marlene has 6 grapes.

She puts them in 2 bowls.

Bowl 1	0	1	2	3	4	5	6
Bowl 2	6	5	4	3	2	1	0

2. Keith has 7 model airplanes.

He wants to paint some white and some black.

Black	0							7
White	7							0

Name \_\_\_\_\_

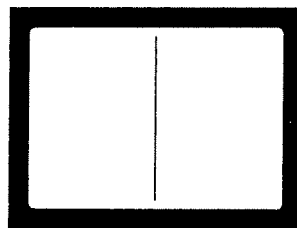
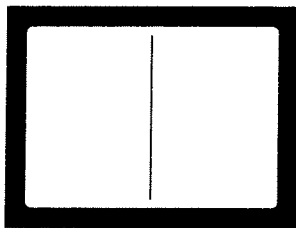
Practice

**3-7**

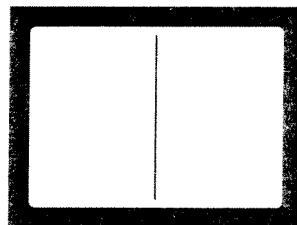
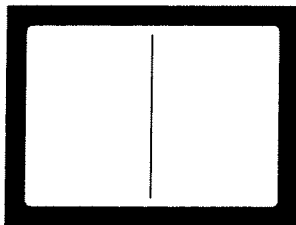
## Problem Solving: Use Objects

Use counters to solve.

1. Lisa puts 8 sweaters into 2 drawers.  
What are 2 different ways she can do this?

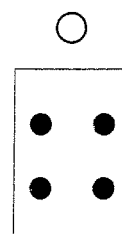
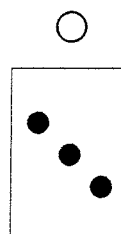
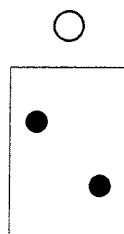
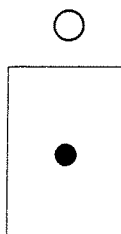
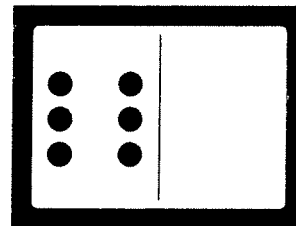


2. Jack puts 7 plates on 2 tables.  
What are 2 different ways he can do this?



## Number Sense

3. Lynn is planting 9 flowers in 2 boxes.  
She plants 6 in the first box.  
Which shows how many she plants in the second box?



Name \_\_\_\_\_

Reteaching

**4-1**

## Find Missing Parts of 6 and 7

You can draw a picture to help you find missing parts of 6 or 7.

Color the part you know.

Count the circles you did not color.

These circles are the missing part.

Write the number.

$$2 + \underline{\quad} = 6$$



Whole

$$2 + \overset{\text{4}}{\underset{\text{+}}{\text{---}}} = 6$$

Draw a picture to solve. Write the number.

1. Danielle has 6 toy trucks and cars.

1 toy is a truck.

How many toys are cars?

$$1 + \overset{\text{5}}{\text{---}} = 6$$

2. There are 7 cats in all.

Some are black and some are white.

3 cats are black.

How many cats are white?

$$3 + \underline{\quad} = 7$$

## Reasoning

3. There are 6 ducks in all.

Some ducks are in the water.

The same number are in the grass.

How many ducks are in the grass?

$$\underline{\quad} + \underline{\quad} = 6$$

Name \_\_\_\_\_

Practice

**4-1**

## Finding Missing Parts of 6 and 7

Find the missing part.

Write the numbers.

1.

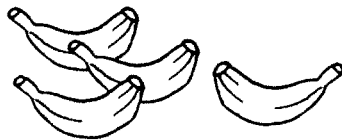
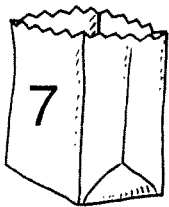


\_\_\_\_\_ whole

\_\_\_\_\_ part I know

\_\_\_\_\_ missing part

2.



\_\_\_\_\_ whole

\_\_\_\_\_ part I know

\_\_\_\_\_ missing part

## Journal

3. Draw a picture to solve.

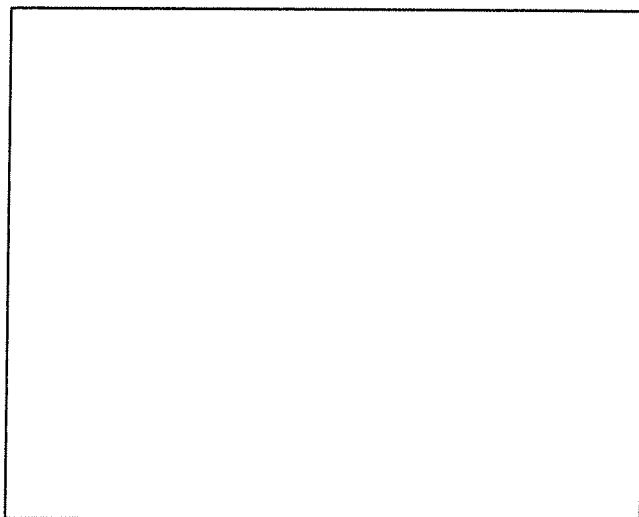
Write the number.

There are 7 crackers in all.

Melinda eats 2 crackers.

How many crackers are left on the plate?

\_\_\_\_\_ crackers



Name \_\_\_\_\_

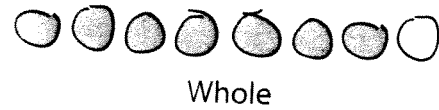
Reteaching

**4-2**

## Find Missing Parts of 8

You can draw a picture to help you find missing parts of 8.  
Color the part you know.  
Count the circles you did not color.  
These circles are the missing part.  
Write the number.

$$7 + \underline{\quad} = 8$$



$$7 + \begin{array}{c} \vdots \\ \underline{\quad} \end{array} = 8$$

Draw a picture to solve. Write the number.

1. There are 6 penguins.  
2 penguins are small.  
How many penguins are big?

$$2 + \begin{array}{c} \vdots \\ \underline{\quad} \end{array} = 6$$

2. Andre has 8 puppies.  
Some puppies are in the house.  
4 puppies are playing in the yard.  
How many puppies are in the house?

$$4 + \underline{\quad} = 8$$

## Reasoning

3. Use the picture to solve.  
There are 8 marbles in all.

\_\_\_\_\_ marbles are inside.

\_\_\_\_\_ marbles are outside. \_\_\_\_\_ + \_\_\_\_\_

= 8



Name \_\_\_\_\_

Practice

**4-2**

## Find Missing Parts of 8

Find the missing part.  
Write the numbers.

1. There are 8 counters in all.



\_\_\_\_\_  
part I know

\_\_\_\_\_  
missing part

2. There are 8 counters in all.



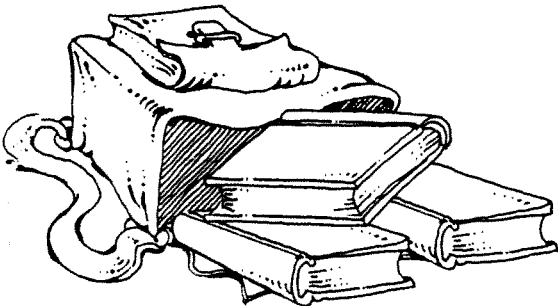
\_\_\_\_\_  
part I know

\_\_\_\_\_  
missing part

## Algebra

3. There are 8 books in all.

Which number sentence tells about the picture?



☐  $8 - 2 = 6$

☐  $8 - 1 = 7$

☐  $8 - 4 = 4$

☐  $8 - 3 = 5$

Name \_\_\_\_\_

Reteaching

**4-3**

## Find Missing Parts of 9

You can draw a picture  
to help you find missing parts of 9.  
Color the part you know.  
Count the circles you did not color.  
These circles are the missing part.  
Write the number.

$$6 + \underline{\quad} = 9$$



Whole

$$6 + \underline{3} = 9$$

Draw a picture to solve. Write the number.

1. There are 9 horses in the field.  
8 horses are big. The rest are small.  
How many horses are small?

$$8 + \underline{\quad} = 9$$

2. Alexis sees 9 frogs.  
Some frogs are on a log.  
2 frogs are in the grass.  
How many frogs are on the log?

$$2 + \underline{\quad} = 9$$

## Reasoning

3. Sam has 9 balloons.  
He has 1 more red balloon  
than he has blue balloons.  
Write the number sentence.

$$\underline{\quad} + \underline{\quad} = 9$$

Name \_\_\_\_\_

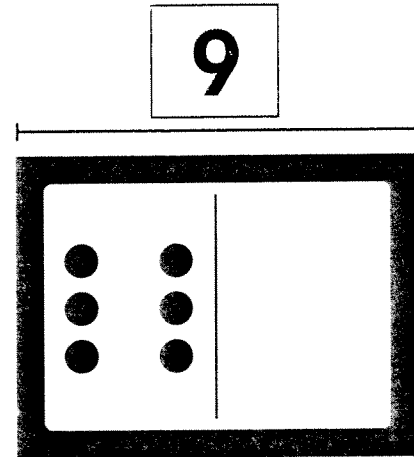
Practice

**4-3**

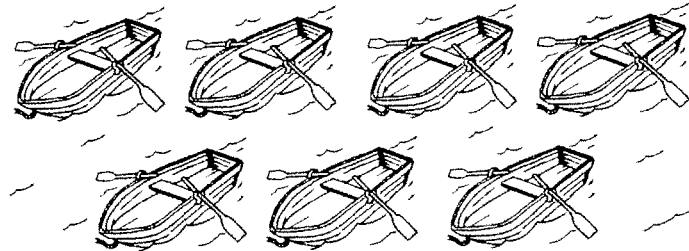
## Find Missing Parts of 9

1. Find the missing part.  
Complete the model.  
Then write the numbers.

\_\_\_\_\_  
part I know      missing part



2. Maria sees 9 boats.  
7 boats are in the water.  
How many boats are not  
in the water?



\_\_\_\_\_ boats

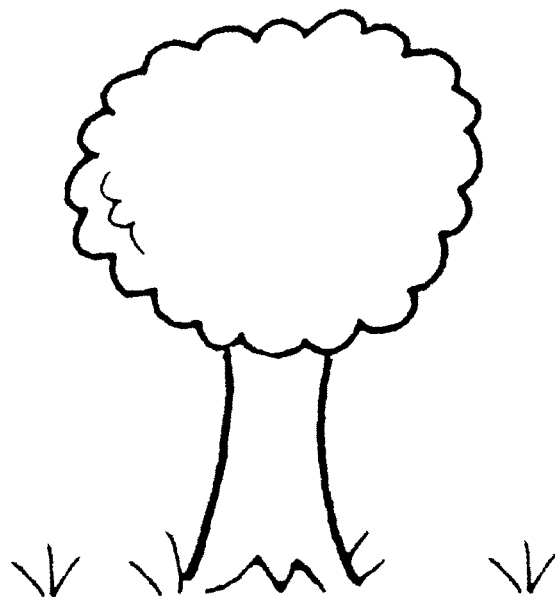
## Journal

3. There are 9 apples in all.  
Draw some on the tree.  
Draw the rest of the apples  
on the ground.

Write the numbers.

\_\_\_\_\_ apples on the tree

\_\_\_\_\_ apples on the ground





Name \_\_\_\_\_

Reteaching

**4-4**

# Introducing Subtraction Number Sentences

You can write a subtraction sentence to find how many are left.



5 take away 2 is 3.

5 minus 2 equals 3.

5 - 2 = 3

This is a subtraction sentence.

Write a subtraction sentence.

1.



4 minus 1 equals 3.

4 - 1 = 3

2.



7 minus 4 equals \_\_\_\_\_.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

## Journal

3. Draw a picture that shows subtraction.

Write a subtraction sentence that tells about our picture.

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

Name \_\_\_\_\_

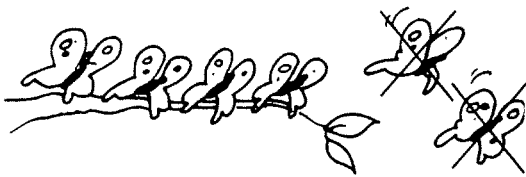
Practice

**4-4**

# Introducing Subtraction Number Sentences

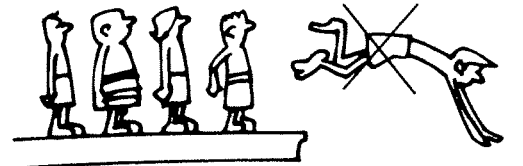
Write a subtraction sentence.

1.



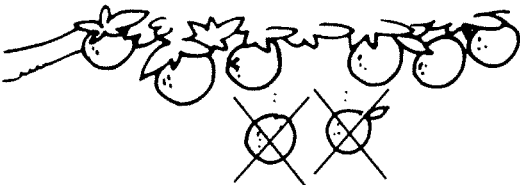
$$6 - 2 = 4$$

2.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3.



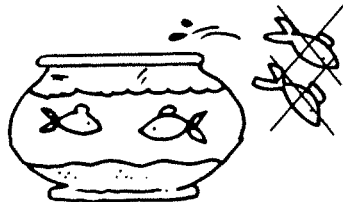
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4.



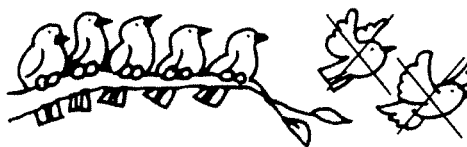
$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6.



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

## Number Sense

7. Draw the missing dots.

Which subtraction sentence tells about the model?

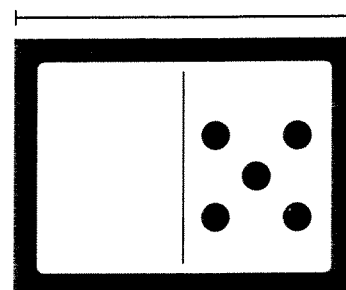
☐  $9 - 2 = 7$

☐  $9 - 4 = 5$

☐  $9 - 6 = 3$

☐  $5 - 4 = 1$

9



Name \_\_\_\_\_

Reteaching

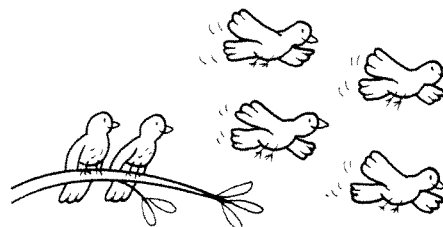
**4-5**

## Stories About Separating

There are 6 birds on the branch.

4 birds fly away.

How many birds are left?



You need to find how many birds are left.

Write a subtraction sentence to find  
how many birds are left.

$$\underline{6} - \underline{4} = \underline{2}$$

Check to see if your answer makes sense.

Write a subtraction sentence to answer  
each question.

1. There are 6 marbles  
in the bag.

2 marbles roll out.

How many marbles  
are left in the bag?

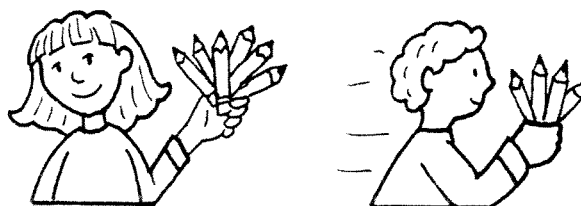


$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

2. Mary has 10 pencils.

She gives 4 pencils to Jack.

How many pencils does  
Mary have left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

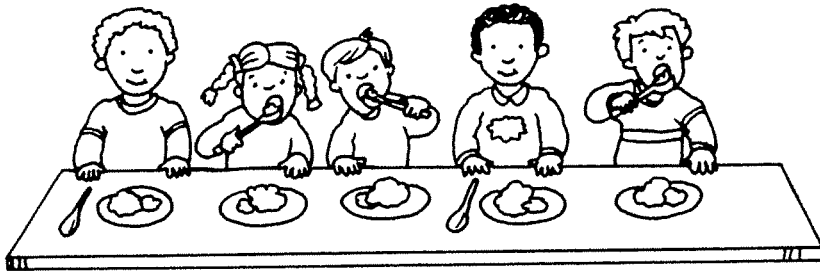
Practice

**4-5**

## Stories About Separating

Use counters to answer each question.

1.



There are 5 children at the table.

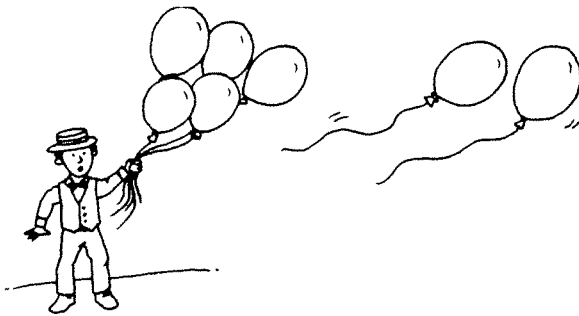
3 children are eating.

How many children are not eating?



children

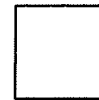
2.



A man has 7 balloons.

2 balloons fly away.

How many balloons does the man have now?



balloons

## Algebra

3. 8 girls are jumping rope.

6 girls leave to play hopscotch.

How many girls are still jumping rope?

Which subtraction sentence tells about the story?

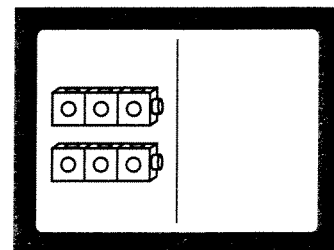
☐  $8 - 1 = 7$

☐  $8 - 2 = 6$

☐  $8 - 5 = 3$

☐  $8 - 6 = 2$

**8**



Name \_\_\_\_\_

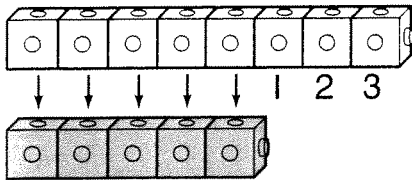
Reteaching

**4-6**

# Stories About Comparing

Match the white cubes with the gray cubes.

Then count how many more.

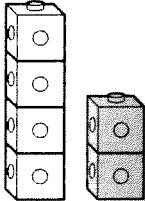


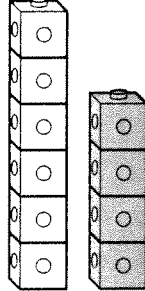
How many more  
white cubes? 3 more white cubes

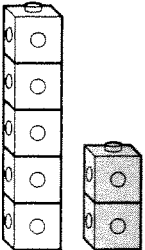
How many fewer  
gray cubes? 3 fewer gray cubes

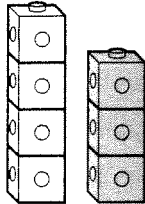
Write how many white cubes and how many gray cubes.

Then write how many more or how many fewer.

1.  4 white cubes  
2 gray cubes  
2 more white cubes

2.  \_\_\_\_\_ white cubes  
\_\_\_\_\_ gray cubes  
\_\_\_\_\_ more white cubes

3.  \_\_\_\_\_ white cubes  
\_\_\_\_\_ gray cubes  
\_\_\_\_\_ fewer gray cubes

4.  \_\_\_\_\_ white cubes  
\_\_\_\_\_ gray cubes  
\_\_\_\_\_ fewer gray cube

Name \_\_\_\_\_

Practice

**4-6**

## Stories About Comparing

Write a subtraction sentence.

Write how many more or fewer.

1. Sam sees 5 dogs.

Beth sees 3 dogs.

How many more dogs  
does Sam see than Beth?



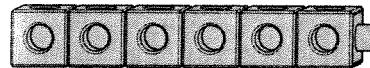
\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ more dogs

2. Duane has 6 tickets.

Mimi has 2 tickets.

How many fewer tickets  
does Mimi have than Duane?



\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ fewer tickets

## Algebra

3. Use the picture.

Find the missing number.



7 - \_\_\_\_\_ = 1

☐ 5

☐ 7

☐ 6

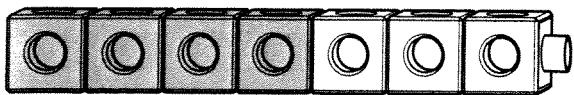
☐ 8

Name \_\_\_\_\_

Reteaching

**4-7**

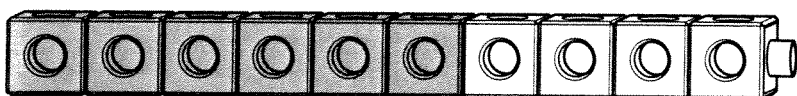
# Connecting Addition and Subtraction



$$4 + 3 = 7$$

$$7 - 3 = 4$$

The addition fact and the subtraction fact use the same numbers.

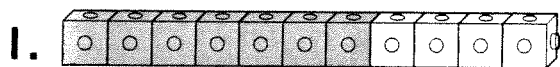


$$6 + 4 = 10$$

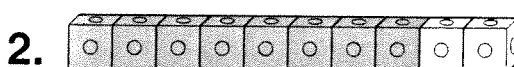
$$10 - 4 = 6$$

The sum of the addition sentence is the first number in the subtraction sentence.

Write a related addition and subtraction sentence for each picture.



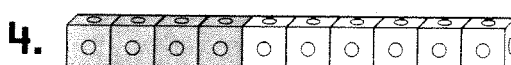
$$\begin{array}{r} 7 \\ + 4 \\ \hline 11 \end{array} \quad \begin{array}{r} 4 \\ + 7 \\ \hline 11 \end{array} \quad \begin{array}{r} 11 \\ - 7 \\ \hline 4 \end{array}$$



$$\begin{array}{r} \underline{\quad} \\ + 2 \\ \hline \end{array} \quad \begin{array}{r} 2 \\ + \underline{\quad} \\ \hline \end{array} \quad \begin{array}{r} \underline{\quad} \\ - 2 \\ \hline \end{array}$$



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$



$$\begin{array}{r} \underline{\quad} + \underline{\quad} = \underline{\quad} \\ \underline{\quad} - \underline{\quad} = \underline{\quad} \end{array}$$

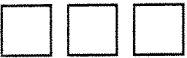
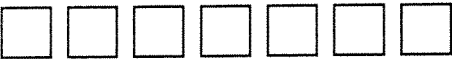
Name \_\_\_\_\_

Practice

**4-7**

# Connecting Addition and Subtraction



Write an addition sentence and a subtraction sentence for each picture.

1.   
  

$$\begin{array}{r} 3 \\ + 7 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline 7 \end{array}$$

The first number in the subtraction sentence is the sum of the numbers in the addition sentence.

2.   


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

3.   


\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

## Algebra

4. Which number is missing?

$4 + \underline{\hspace{1cm}} = 8$

☐ 2

☐ 4

☐ 3

☐ 5

5. Which number is missing?

$\underline{\hspace{1cm}} - 4 = 4$

☐ 8

☐ 6

☐ 7

☐ 4



Name \_\_\_\_\_

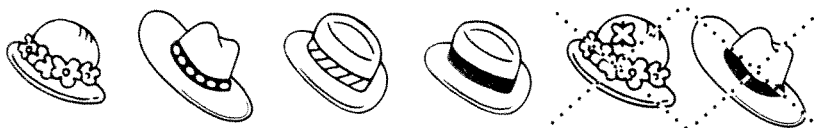
Reteaching

**4-8**

## Problem Solving: Use Objects

You can use objects  
to show a story and  
write a number sentence.

There are 6 hats.  
Ashley takes 2 hats.



How many hats are left? 4

Write the number sentence.

$$\underline{6} - \underline{2} = \underline{4}$$

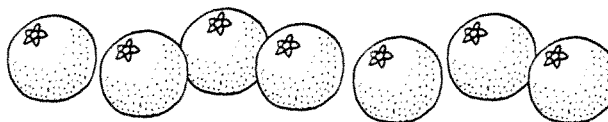
Cross out objects to show the story.

Write the number sentence.

1. There are 7 oranges.

Jeff takes 3 oranges.

How many oranges are left?

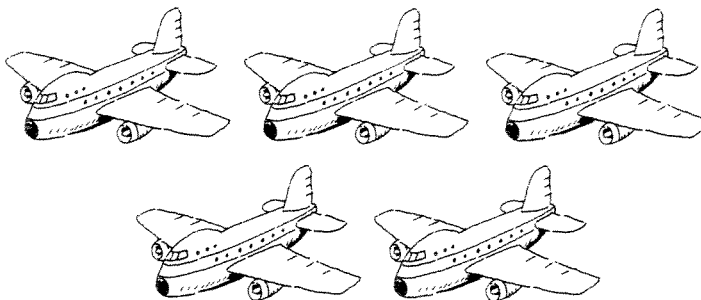


$$\underline{7} - \underline{\quad} = \underline{\quad}$$

2. There are 5 airplanes.

4 airplanes take off.

How many airplanes  
are left?



$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

Name \_\_\_\_\_

Practice

**4-8**

## Problem Solving: Use Objects

Use counters to show the story.

Write the number sentence.

1. 9 boys are at the park.  
5 go home.  
How many boys are left?

$$\underline{9} - \underline{5} = \underline{4}$$

2. 6 ducks are in the pond.  
3 fly away.  
How many ducks are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

3. There are 8 books on  
the shelf.  
Dana takes 2 books.  
How many books are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

4. There are 4 pears.  
Emily eats 1.  
How many pears are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

5. 7 bees are in the garden.  
5 fly away.  
How many bees are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

6. There are 3 block towers.  
2 get knocked over.  
How many towers are left?

$$\underline{\quad} - \underline{\quad} = \underline{\quad}$$

## Number Sense

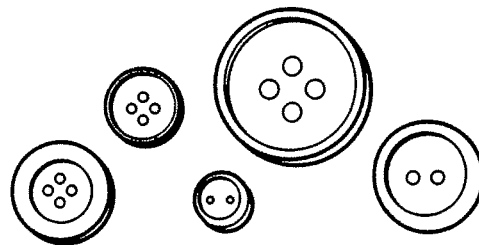
7. You have 5 buttons.  
Which is the greatest number of  
buttons you can give away?

☐ 6

☐ 3

☐ 5

☐ 1



Name \_\_\_\_\_

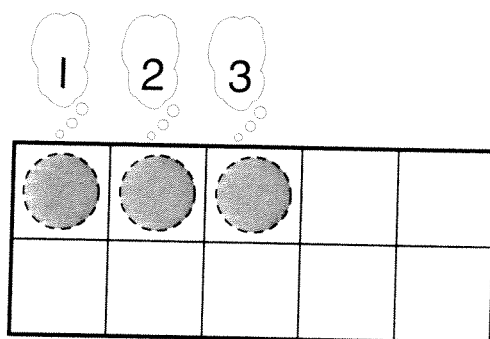
Reteaching

**5-1**

## Representing Numbers on a Ten-Frame

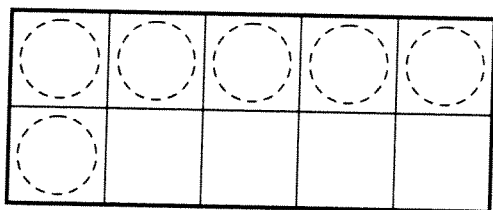
You can use a ten-frame to show numbers up to 10.

To show 3, start at the top left box.  
Count as you draw a counter for each number.

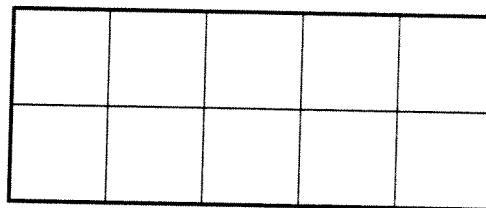


Draw counters in the ten-frame to show each number.

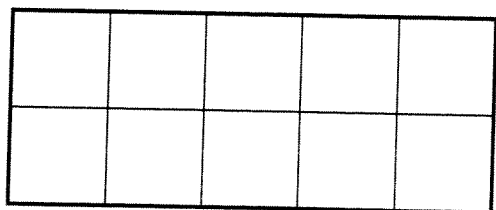
1. 6



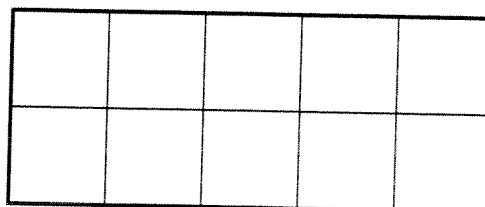
2. 8



3. 7



4. 9



Name \_\_\_\_\_

Practice

**5-1**

## Representing Numbers on a Ten-Frame

Draw counters in the ten-frame to show each number.

1.

4


2.

6


## Algebra

Draw counters.

3. Show how 7 is 5 and 2.


4. Show how 9 is 5 and 4.


## Number Sense

5. Kyle put 6 counters in a ten-frame. How many more counters should Kyle put in the frame to make 10?

☐ 2

☐ 4

☐ 3

☐ 5

●	●	●	●	●
●				

Name \_\_\_\_\_

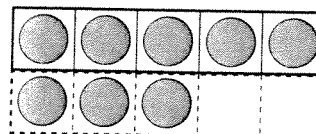
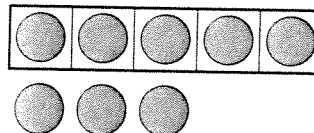
Reteaching

**5-2**

# Recognizing Numbers on a Ten-Frame

A ten-frame is made up of 2 five-frames. So, you can use what you learned about five-frames to help you read numbers on a ten-frame.

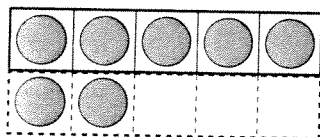
For example, the number 8 on a five-frame and a ten-frame looks very much alike.



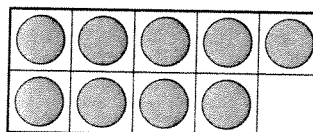
5 and 3 is 8.

Write the number shown on each ten-frame.

1. 7



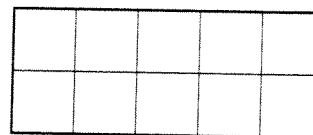
2. \_\_\_\_\_



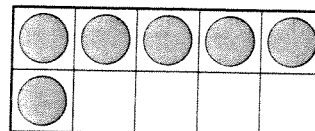
## Spatial Thinking

Draw the counters. Then write the number.

3. Jim uses a ten-frame to show 5 and 5 more.



4. Bernice wrote about the ten-frame. Circle what Bernice wrote.



5 and 5 is 10.

4 away from 10 is 6.

5 and 2 is 7.

Name \_\_\_\_\_

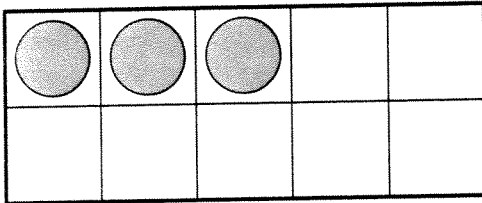
Practice

**5-2**

## Recognizing Numbers on a Ten-Frame

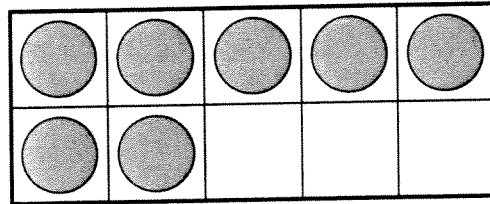
Write the number shown on each ten-frame.

1.



\_\_\_\_\_

2.

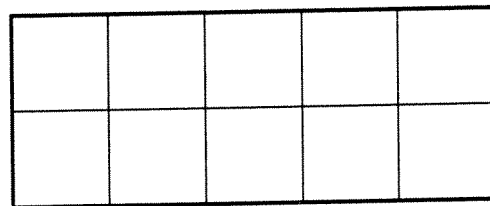


\_\_\_\_\_

## Spatial Thinking

Draw the counters. Then write the number.

3. Rob uses a ten-frame.  
He shows 5 and 3 more.  
What number does he show?

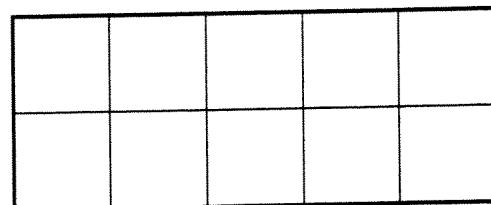


\_\_\_\_\_

## Number Sense

Draw the counters. Then solve the problem.

4. Abby says the ten-frame shows  
5 and 2 more. Jake says it shows  
3 away from 10.  
What is the number in  
the ten-frame?



7

☐

5

☐

3

☐

2

☐

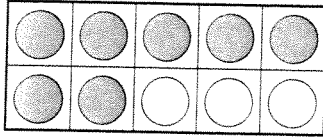
Name \_\_\_\_\_

Reteaching

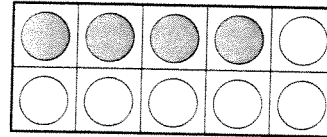
**5-3**

## Parts of 10

Here are some different ways to make 10.

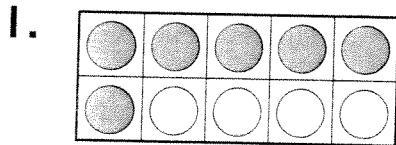


7 and 3

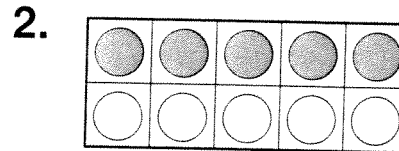


4 and 6

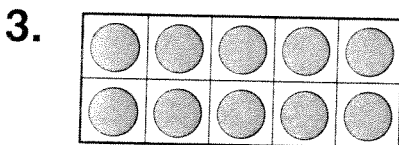
Write the numbers that show ways to make 10.



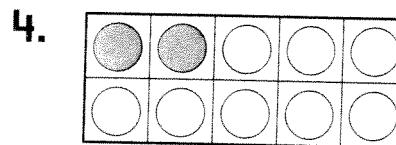
6 and 4



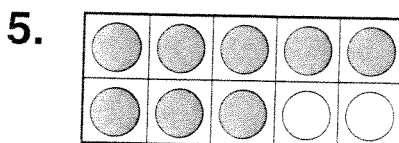
\_\_\_\_\_ and \_\_\_\_\_



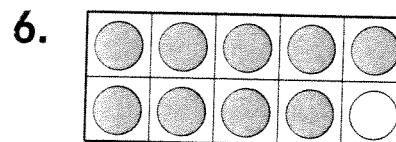
\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_



\_\_\_\_\_ and \_\_\_\_\_

Name \_\_\_\_\_

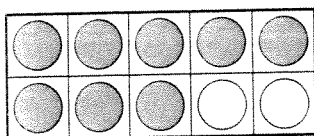
Practice

**5-3**

## Parts of 10

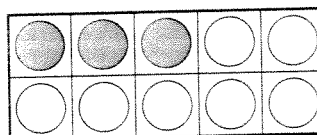
Write the numbers that show ways to make 10.

1.



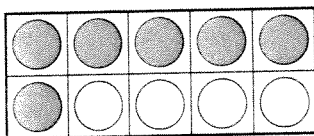
10 is 8 and 2

2.



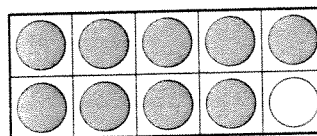
10 is \_\_\_\_\_ and \_\_\_\_\_

3.



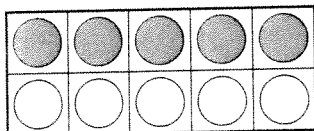
10 is \_\_\_\_\_ and \_\_\_\_\_

4.



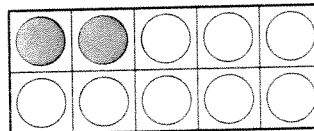
10 is \_\_\_\_\_ and \_\_\_\_\_

5.



10 is \_\_\_\_\_ and \_\_\_\_\_

6.



10 is \_\_\_\_\_ and \_\_\_\_\_

## Number Sense

7. Which numbers are parts of 10?

☐ 4 and 5

☐ 7 and 3

☐ 1 and 8

☐ 9 and 2



Name \_\_\_\_\_

Reteaching

**5-4**

# Finding Missing Parts of 10

You can use a ten-frame to help you find missing parts of 10.

Draw the counters from the model in a ten-frame. This is the part you know.

To find the missing part, draw more counters to fill the frame.

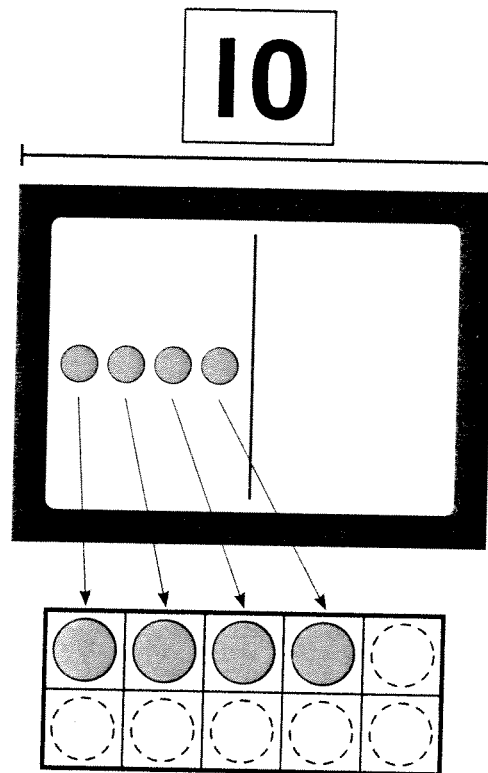
Write the numbers.

4

6

part I know

missing part

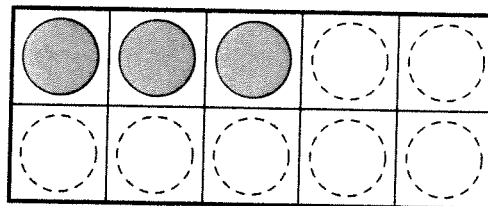
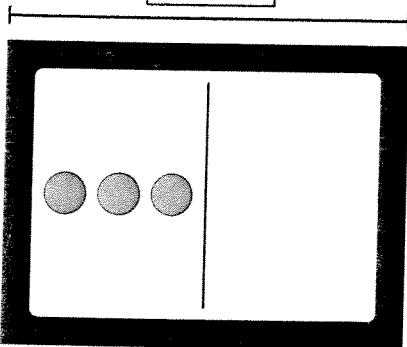


Look at the model.

Draw the missing part in the ten-frame.

Write the numbers.

10



part I know

missing part

Name \_\_\_\_\_

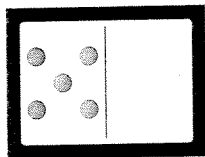
Practice

**5-4**

# Finding Missing Parts of 10

Draw the missing part. Write the numbers.

1.



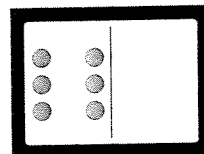
5

5

part I know

missing part

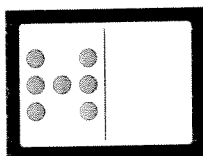
2.



part I know

missing part

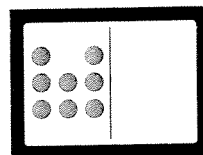
3.



part I know

missing part

4.



part I know

missing part

## Algebra

Write the missing part.

5.  $4 + \underline{\quad} = 10$

6.  $1 + \underline{\quad} = 10$

## Journal

Draw a picture to solve the problem.

7. There are 10 cars.

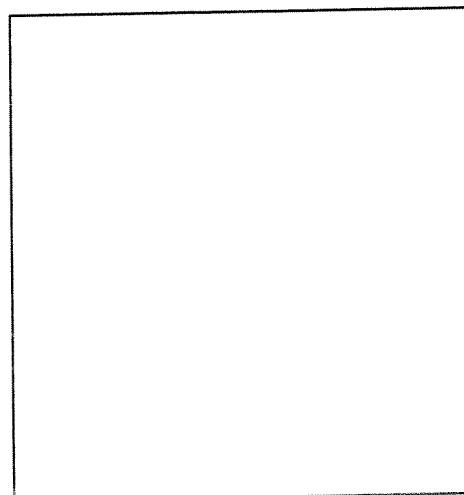
Some cars are inside the garage.

Draw some cars outside the garage.

Write the parts.

part I know

missing part



Name \_\_\_\_\_

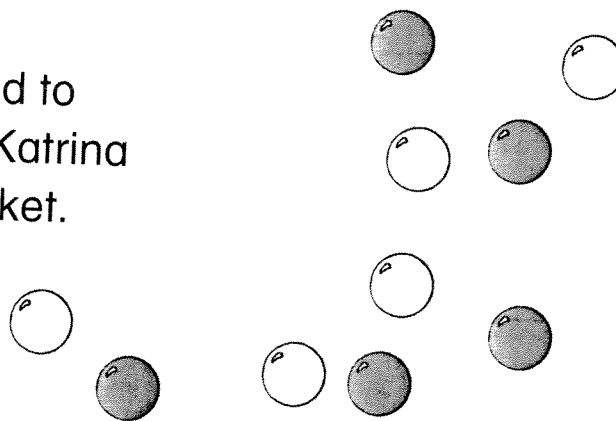
Reteaching  
**5-5**

## Problem Solving: Make a Table

Katrina has purple marbles and yellow marbles.  
She can only fit 5 marbles in her pocket.  
How many different ways can Katrina put  
5 marbles in her pocket?

To solve the problem, you need to  
find how many different ways Katrina  
can put the marbles in her pocket.

You can make a table  
and then count how  
many ways you made.



1. Complete the table.

2. There are \_\_\_\_\_ different ways.

3. What is the sum of each row  
in your table?

\_\_\_\_\_

5	0
4	1
3	2

Name \_\_\_\_\_

## Problem Solving: Make a Table

Make a table to solve the problem.

1. Ed eats 6 pieces of fruit.  
He can eat strawberries or grapes.

Show the ways Ed could pick which  
fruit to eat.

\_\_\_\_\_ ways

2. If Ed eats 4 strawberries,  
how many grapes does he eat?

\_\_\_\_\_

Strawberries	Grapes
0	
	3
6	

## Reasoning

3. Kathy has red balloons and  
blue balloons.  
She gives away 5 balloons.

If she gives away 3 red balloons,  
how many blue balloons does  
she give away?

☐ 3 balloons

☐ 1 balloon

☐ 2 balloons

☐ 0 balloons

Red	Blue